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STANDARD LIBRARY ORGANIZATION AND EQUIPMENT FOR SECONDARY SCHOOLS

REPORT OF A COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION ON LIBRARY ORGANIZATION AND EQUIPMENT

C. C. CERTAIN, *Chairman*, Cass Technical High School, Detroit, Mich.

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New York State Library
Albany, 25 February 1920

Hon. John H. Finley
President of the University

DEAR SIR:

The indispensableness and full value of a competently administered school library are not yet fully recognized by school authorities.

The National Education Association has recently printed the most important single document which has yet appeared relating to standards of organization, equipment and efficiency for high school libraries. This pamphlet the State of New York is permitted to reprint, with certain minor changes and additions which increase its effectiveness for local use.

That there may be more and better high school libraries in the State, it is deemed useful to put a copy of this report into the hands of every high school principal, district superintendent, normal school teacher and librarian (both school and public), and to make copies easily available to those who go out from normal schools and colleges to teach and who may be called upon to act as school librarians.

We unite in recommending its publication.

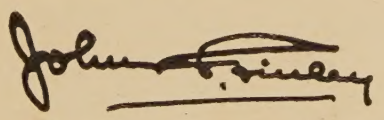
Very truly yours

J. I. WYER, JR
Director, New York State Library

SHERMAN WILLIAMS
Chief, School Libraries Division

UNIVERSITY OF THE STATE OF NEW YORK
THE STATE DEPARTMENT OF EDUCATION

Approved for publication this 17th day of March, 1920



President of the University

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C. C. CERTAIN, *Chairman*
Cass Technical High School, Detroit, Mich.

Collaborators

MARY E. HALL
Librarian, Girls High School
Brooklyn, N.Y.

FRANK IRVING COOPER
Chairman, N.E.A Committee on Schoolhouse Planning and Construction
Boston, Mass.

MARTHA WILSON
Supervisor of School Libraries, Public Library
Cleveland, Ohio

EMMA J. BRECK
Head of Department of English, University High School
Oakland, Cal.

LUCY E. FAY
Librarian, University of Tennessee
Knoxville, Tenn.

EDNA B. PRATT
Librarian, Public Library
Passaic, N. J.

ELIZABETH KNAPP
Head of Children's Department, Public Library
Detroit, Mich.

MARY SULLIVAN
Department of English, Schenley High School
Pittsburgh, Pa.

JESSE B. DAVIS
Principal, Central High School
Grand Rapids, Mich.

HANNAH LOGASA
Librarian, School of Education, University of Chicago
Chicago, Ill.

WALTER G. HOOD
Principal, Gilbert High School
Winsted, Conn.

R. T. HARGREAVES
Principal, North Central High School
Spokane, Wash.

H. A. HOLLISTER
State High School Visitor, University of Illinois
Urbana, Ill.

FLORENCE HOPKINS
Librarian, Central High School
Detroit, Mich.

W. W. BISHOP
Librarian, University of Michigan
Ann Arbor, Mich.

H. O. SEVERANCE
Librarian, University of Missouri
Columbia, Mo.

CLARENCE KINGSLEY
State High School Inspector
Boston, Mass.

JAMES FLEMING HOSIC
Editor of the *English Journal*
Chicago, Ill.

BESSIE SARGEANT SMITH
Supervisor of Branch Libraries
Cleveland, Ohio

WILLIS H. KERR
Librarian, Kansas State Normal School
Emporia, Kan.

HARRIET WOOD
Supervisor of School Libraries
St Paul, Minn.

FRANK K. WALTER
Librarian, General Motors Corporation
Detroit, Mich.

ELLA MORGAN
Librarian, Lincoln High School
Los Angeles, Cal.

FOREWORD

C. C. CERTAIN, CHAIRMAN

The library committee of the department of secondary education of the National Education Association was organized in 1915 at the annual meeting in Oakland, Cal. The members of the committee at that time decided that two purposes should be carried out during the year: first, to investigate actual conditions in high school libraries throughout the United States; and second, to make these conditions known to school administrators and to secure their aid in bettering existing conditions. The first purpose was accomplished through a series of surveys, including the states of the South, of the Middle West, of the West, and of the East. A report based upon these surveys was presented to the secondary department at the New York City meeting in 1916 and published in the Proceedings of that year. Gathered together at that meeting were high school principals, teachers, librarians, and state and city superintendents, who, in discussing the problems relating to high school libraries, gave a new conception of the status of the library in the high school. It was through this program that the committee accomplished its second purpose. Taking part in the discussions at the meeting were such men as Doctor Davidson, of Pittsburgh, Pa.; Mr Jesse B. Davis, of Grand Rapids, Mich., and Prof. Charles Hughes Johnston, of Urbana, Ill. A full account of the meeting, with papers contributed by the speakers, is published in the National Education Association Proceedings for 1916.

It was the sense of the department at that time that the library committee should be continued and that it should work out a constructive program of library development acceptable to the secondary department. Professor Johnston consented to take the leadership in this movement. He was also chairman of the commission on unit courses and curriculums of the North Central Association of Colleges and Secondary Schools. As chairman of this commission he organized a library committee with the purpose of preparing, under the guidance of the members of the commission, a much more detailed report than seemed possible in the National Education Association. It was my great pleasure to act as chairman of this library committee of the commission and to work under the leadership of Professor Johnston. He planned to secure the adoption of the projected report by the North Central Association and then to present it to the secondary department of the National Education Association for similar action.

Professor Johnston's untimely death in the early stages of these plans brought irreparable loss to the teaching profession; but his plans, which were projected with characteristic clearness and vigor, have survived and have been given expression in the following report prepared by the library committee of the commission. I was asked to accept the chairmanship of the library committee of the secondary department and hence have had the privilege of carrying out the program planned by Professor Johnston. According to his plans I have presented the report of the library committee both to the North Central Association and to the secondary department of the National Education Association. The report has been adopted by both organizations. The action of these organizations has thus given school administrators a national standard for high school library development.

The library committee has been instructed to prepare a report on "Methods of Using the Library in Teaching the High School Subjects," to be presented at the next annual meeting of the secondary department.

THE NEED FOR HIGH SCHOOL LIBRARY STANDARDIZATION

JESSE NEWLON, SUPERINTENDENT OF SCHOOLS, DENVER, COL.

In the building of high schools in the past twenty-five years it has been the custom to provide adequately or approximately so, for science and a little less generously for household arts and manual arts. I do not wish to say anything whatever in disparagement of the provision made for science. We have not provided more than adequately; we have invested no more money in science than we should. In fact, the war is teaching us that we must spend more money in every line than we have ever spent before. But in planning our high school we have overlooked, with very few exceptions, the high school library.

What is true of high schools in general is true of junior high schools in particular. The library in the junior high school is just as important as the library in the senior high school; indeed, far more so in many respects. Most boys and girls leave school before they reach the senior high school, in fact before they reach the tenth grade of the public schools. If we are really to teach them to use the library, if we are really to create in them an interest in good books, an interest in study, it must be done in the junior high school. In my mind the need of library development applies in particular to the junior high school.

There are a few well-planned high school libraries in the United States. Sometimes there is a large study hall for the library — generally just one room with no workroom or conveniences of any kind for the library staff. The reason for this has been that in the science department we have had definite standards by which to design. These standards have been worked out during many years in the colleges and in the secondary schools. We have appreciated the importance of science in the high school curriculum. We have had standards in the university laboratories. In the laboratories in the high schools we have laboratory equipment. It has been easy, therefore, to convince boards of education that it is necessary to provide these — and so for the chemistry department, the physics department, or for science of whatever kind common to the curriculum. We have been able to take boards of education to neighboring cities and show them what has been done, but we have been unable to do that in the library field.

Herein lies the importance of the report on *Standard Library Organization and Equipment for Secondary Schools.* For the first time administrators see that the library is the very heart of the high school. It will be possible now for those of us who believe in the importance of the library to talk in definite terms to boards of education when we are planning junior and senior high schools. I have had that pleasure within the last four months. In drawing up my plans I have been able to refer to this recent report setting forth library standards, and I am happy to say that in these two schools we are going to provide as adequately for the library as for the science and manual arts departments.

Those of us who deal with boards of education know that we are likely to get what we want if we know what we want. The person who approaches the board of education with a definite program in mind, knowing exactly what he wants, with recommendations and reasons for it, is likely to get what he wants, and that is true of the community. School superintendents and boards of education who have a constructive program to put before the community with good reasons for it will win, nine cases out of ten, and so this library report will make it possible to get good libraries — a thing we have not had in the past. Of course there are a few exceptions, but in general we do not have adequate arrangements in our high schools, either in room, in equipment, or in staff for libraries.

I am very happy to say that at the meeting of the North Central Association of Colleges and Secondary Schools in March we adopted this report as one of the recommendations of the commission on unit courses and curriculums, and that similar associations of colleges and secondary schools in the South and Northwest and in various other parts of the country are likely to take similar action. We can now offer boards of education a report that is official — really official. This report represents the best thought of those who have studied libraries throughout the country. Great good will come from that.

SUGGESTIONS TO STATE HIGH SCHOOL INSPECTORS

It is suggested that a committee be organized in each state to make a survey of library conditions in high schools. To begin the work of standardizing libraries, actual conditions should be studied in relation to the standards given in this report.

A complete survey should be made including such items as: (1) appropriate housing and equipment; (2) professionally trained librarians; (3) scientific service in the selection and care of books and other printed material, and in the proper classification and cataloging of this material; (4) instruction in the use of books and libraries; (5) adequate annual appropriations for salaries and for the maintenance of the library, for the purchase of books, for supplies, and for general upkeep; (6) a trained librarian as state supervisor of all the school libraries of the state.

Based upon this survey, a schedule of systematic library development should be outlined, with definite annual goals to be attained, until all standards have been achieved.

It is estimated that not more than five years should be required for the complete achievement of standards as given in this report.

Representatives of the state education department and (in New York) of the state library should be members of the surveying committee.

A statement of library conditions should be contained in the annual reports of state departments of education and in the reports of high school inspectors.

STANDARD HIGH SCHOOL LIBRARY ORGANIZATION AND ADMINISTRATION

This report endeavors to suggest a practical working standard for the following types of high schools:

1 Junior high schools.

2 High schools with enrolment below 200.

3 Four-year high schools or senior high schools with enrolment between 200 and 500.

4 Four-year high schools or senior high schools with enrolment between 500 and 1000.

5 Four-year high schools or senior high schools with enrolment between 1000 and 3000.

Appendix:

1 Acknowledgments.

2 References.

REQUISITES OF A STANDARD LIBRARY ORGANIZATION

The requisites of a standard library organization are: (1) appropriate housing and equipment of the high school library; (2) professionally trained librarians; (3) scientific selection and care of books and other printed matter, and the proper classification and cataloging of this material; (4) instruction in the use of books and libraries as a unit course in high school curriculums; (5) adequate annual appropriations for salaries and for the maintenance of the library, for the purchase of books and other printed matter, for the rebinding of books, for supplies, and for general upkeep; (6) a trained librarian as state supervisor to be appointed as a member of the state education department, as in Minnesota, or under the library commission in cooperation with the state education department, as in New Jersey.

ATTAINABLE STANDARDS

The following standards are recommended as attainable in the high schools of the United States within the next five years. In general these standards apply to all high schools.

1 Housing and Equipment[1]

a Scientific Planning

In establishing a new high school or a new library in a high school, the librarian should be secured in ample time to aid in planning the library room and in selecting the equipment and books. No school superintendent or high school principal should undertake to plan a new library without the expert assistance of a trained librarian. Crudely designed libraries are wasteful of funds, of space, of time and of educational force.

b Integral Part of High School Organization

The library must be an integral part of the high school, housed in the school building, and should not as a rule be open to the general public.[2]

1 *The room and its appointments.* The library reading room must be centrally located, well lighted, and planned appropriately with reference to general reading, reference and supplementary study. It must be emphatically a place of refinement, comfort and inspiration. The room in all its appointments should be a place essentially attractive to high school pupils and should be made as free of access to them as is possible.

2 *Freedom of access.* Freedom of access to the library must imply not only freedom to consult books for reference and for supplementary and collateral study, but also freedom to read books for recreation and pleasure. The pupils should have direct access to the bookshelves.

c The Reading Room

1 *Location.* A central location on the second floor is usually found most satisfactory for the reading room. It should have an exposure admitting plenty of light and sunshine. It should be separate from the study hall and should not be used for recitation purposes.

It should be near the study hall. The library should be connected with the study hall by a door or special passageway so that pupils may go from the study hall to the library without the necessity of securing passes to the library. Where this is not feasible the library should be as near as possible to the study hall.

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[1] Architects and school superintendents planning high school buildings should have on hand for reference the standards for high school library rooms set forth in the pamphlets and books marked with an asterisk. Appendix 2, Housing and Equipment.

[2] Local developments in small towns in some instances may make it desirable to open the library to the public.

2 *Seating capacity and area.* The reading room should be provided with facilities to accommodate at one full period readers numbering from 5 to 10 per cent of the total daily attendance of the school. In high schools enrolling 500 pupils the reading room should have a seating capacity of from 40 to 50; and those enrolling 1000 should have a seating capacity of from 75 to 100. An area of at least 25 square feet per reader is required for complete accommodations and service. The minimum seating capacity in the small high school should be that of an average classroom.

Tables 3 by 5 feet and seating six persons are the standard size recommended. The width of the room should be ample to accommodate from two to three rows of tables placed with sides parallel to the short walls of the room if the room is rectangular in form. A space of 5 feet should be allowed between the rows of tables and between the tables and the adjacent walls. Two rows of tables should be provided in small high schools and three rows in large schools.

3 *Lighting.* The artificial lighting should be by means of electric ceiling fixtures of either the indirect or semi-indirect type.

4 *Finishes.* White ceilings and light buff walls give the best lighting effects. Dark colors should be avoided in woodwork and trim.

5 *Wall space.* All possible surface downward from a point 7 feet above the floor should be utilized for shelving. Chair railing, wainscoting, and baseboards should be omitted, and the walls plastered to the floor. Any necessary baseboards should be added after the shelving is in place.

6 *Floor covering.* The floor should be covered with linoleum or cork carpet to deaden sound.

d Equipment

1 *Indispensable equipment.*

a Built-in furniture: low, open wall shelving to accommodate about eight volumes to the running foot.

The shelving should be placed against the wall spaces of the room. The cases should be made with adjustable shelves, should not be over 7 feet high, and should accommodate six or seven shelves. The stationary shelf should be 3 or 4 inches above the floor, so that it will not catch all the dust. The shelves should be 3 feet long and 9 inches wide. These should be made of wood by the local carpenter, or steel cases should be purchased. The bottom shelves should be 12 inches wide to take the folio books. In estimating the capacity of shelving, eight books to the foot should be

used as a basis. There should be shelving enough to provide for the present collection of books and for the probable additions for the next five years. If the wall spaces are not sufficient for the shelving, free-standing stacks should be installed. The passageway between the stack and the wall should be at least 3 feet.

The current periodicals should be laid on their sides on the shelves in one section devoted to periodical literature, or a few pigeonholes should be made for them. These should be 12 inches high, 10 inches wide, and 12 inches deep for the average-sized periodical. A few larger ones should be made for folios like the *Scientific American.* Better still, these spaces should be reserved for files of back numbers and for a rack[1] simply constructed to hold current magazines in a vertical position for display. This should be placed on a side wall of the library. If the school has sufficient funds, a standard periodical case[2] for the better display of periodicals should be purchased.

b Closets: ample provision should be made for closet space for storing back numbers of magazines, new books, books for binder, stores of supplies, etc., unless this storage space is provided in a librarian's workroom.

c Furniture: reading tables, each to accommodate not more than six or eight readers, comfortable chairs, charging desk and desk for reference work, card catalog case, pamphlet cases, magazine stand, newspaper rack, vertical file, book truck, lockers for librarians.

d Apparatus: accession book,[3] Library of Congress printed catalog cards, blank catalog cards, guide cards, book cards, book pockets, dating slips with dater, library stamp, book supports, shelf markers, typewriter, bulletin boards of corticine, circulating pictures, clippings, cards and pamphlets.

2 *Additional equipment needed for the most effective work.*

a Stack shelving when needed, display case for illustrated editions of books, celluloid holders for handling pictures, files for lantern slides, post cards, victrola records, a globe, a cutting machine, pictures and mottoes on walls, casts and plants.

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[1] Racks can be secured from reliable makers of library furniture.

[2] This has provision for current magazines on top, and drawers below for storing back numbers. Can be purchased from dealers in standard library furniture.

[3] It is possible to dispense with the accession book. Accession numbers may be used, arranged in the order of bills and entered in blocks in a small notebook.

b Ample accommodations should be provided for assembling in the library all illustrative materials used in the high school, such as maps, pictures, lantern slides and victrola records. In the library these can be made available to all departments through proper classification, cataloging and filing.

e Librarian's Workroom

A librarian's workroom of at least 10 by 15 feet should adjoin the reading room.[1] It should be equipped with a desk for cataloging, a typewriter table, a typewriter with card cataloging attachment, chairs, shelves and ample closet space for storage of new books being cataloged and of old books being repaired.

f Library Classroom[2]

A library classroom also should, if possible, adjoin the reading room. It should be furnished with from thirty to sixty chairs with tablet arms, a small stage, complete lantern outfit, moving-picture outfit, victrola, reflectoscope, table, and bulletin boards of corticine. Not more than two-thirds of the room should be occupied with chairs. A room so equipped would serve as a model classroom for visual instruction and should be available for use by teachers of all departments wishing to use slides, pictures, illustrated books, or victrola records kept in the library. The walls should be equipped with posting surfaces of cork or burlap for the display of posters and pictures.

Note. For specifications as to standard library shelving and furniture, also planning of school library room, architects and school superintendents are referred to the following authorities:

School Library Management, by Martha Wilson. The H. W. Wilson Co., 958 University av., New York, N. Y.

Small Library Buildings, by Cornelia Marvin. American Library Association Publishing Board, 78 E. Washington st., Chicago, Ill.

g Committee Rooms for Social Studies[1]

There should be one or more committee rooms, among these the library classroom, adjoining the library, where pupils could work in groups upon problems assigned them in English, history, civics, economics and other high school subjects. It is also desirable that the offices of the heads of the department of English and of the social studies department should be connected conveniently with the library.

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[1] Preferably at one end of the reading room.

[2] In the construction of special rooms, glass partitions and glass doors simplify the problem of supervision.

h Stackroom

A stackroom is rarely necessary, except in the case of the very large high school in which many surplus books must be stored, such as textbooks and library books that are rarely used.

2 The Librarian

a Qualifications

The librarian in the high school should combine the good qualities of both the librarian and the teacher and must be able to think clearly and sympathetically in terms of the needs and interests of high school pupils.

A wide knowledge of books, ability to organize library material for efficient service, and successful experience in reference work should be demanded of every librarian. Most of all should the personality of the librarian be emphasized. Enthusiasm and power to teach and inspire are as essential in the high school librarian as in the teacher. Successful library experience in work with boys and girls of high school age, either in the reference room, in the children's department or school department of a public library, or in a high school should be required of candidates. Successful teaching experience in a high school is a valuable asset in the librarian.

b Professional Requirements

The standard requirements for future appointments of librarians in high schools should be a college or university degree with major studies in literature, history, sociology, education, or other subjects appropriate to any special demands, as, for example, those of the technical high school, upon the library. In addition the librarian should have at least one year of postgraduate library training in an approved library school and one year's successful library experience in work with young people in a library of standing.

[1]New York State issues certificates to its school librarians, just as it does to other teachers, and makes the following requirements of the four grades of recognized certificates:

1 Permanent certificates will be issued to those who are college graduates and who are also graduates of library schools approved by the Regents of the University.

2 Five-year certificates will be issued to graduates of approved library schools, and after five years' satisfactory service a permanent certificate will be issued to such persons.

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[1] The paragraphs here given relating to certificates for school librarians in New York are inserted at this point by the New York State Library for the purposes of the present reprint.

3 Three-year certificates will be issued to graduates of an approved short library course of not less than six weeks, provided such graduates have had at least two years' library experience.

4 One-year certificates will be issued to graduates of an approved short library course provided they have had one year's library experience, and to graduates of approved colleges or normal schools, who have had no library experience, provided they have attended one or more sessions of the state summer library institutes conducted by the State Library, and are certified as having done satisfactory work.

All certificates may be renewed for a like period on satisfactory evidence that acceptable work was done during the period for which the original certificate was issued.

The permanent school librarian certificates shall be valid in all schools of the State.

The five-year school librarian certificate shall be valid in all schools of the State except those in cities of the first class.

The three-year school librarian certificate shall be valid in all schools of the State except those in cities of the first and second classes.

The one-year school librarian certificate shall be valid in those schools only which are not in cities or in villages of five thousand or more inhabitants.

1 *Approved library schools.* By approved library school is meant a school which is a member of the Association of American Library Schools and which meets the standards of library training set up by the committee on library training in the American Library Association and adopted by the committee on high school libraries in the National Education Association. The following meet these standards and are approved by the last named committee. The first seven are approved by the Regents of The University of the State of New York:

New York State Library School, Albany, N. Y.
University of Illinois Library School, Urbana, Ill.
University of Wisconsin Library School, Madison, Wis.
Western Reserve University Library School, Cleveland, Ohio.
Simmons College Library School, Boston, Mass.
Pratt Institute Library School, Brooklyn, N. Y.
Library School of the New York Public Library, New York, N. Y.
Library Training School of the Carnegie Library, Atlanta, Ga.
Carnegie Library School, Pittsburgh, Pa.

Syracuse University Library School, Syracuse, N. Y.

Los Angeles Public Library Training School, Los Angeles, Cal.

University of Washington Library School, Seattle, Wash.

2 *Library schools and librarians.* For information as to the character and content of any agency for library training, write to the School Library Inspector, State Education Department, Albany, N. Y.

For help in procuring efficient librarians for high schools, write to the same office or to the directors of any of the library schools listed in paragraph 1.

c Salaries

The salary of a high school librarian should be adequate to obtain a person with the qualifications set forth in this report. It should not be lower than that of the English teacher, but it may be necessary to pay a higher salary when there is an oversupply of English teachers and an undersupply of librarians.

d Administrative Requirements

Note. These requirements are also approved by the Board of Regents of The University of the State of New York and by the Association of American Library Schools.

1 *The library staff.* The library staff should be sufficiently large to keep the library open continuously through the day session, also before and after the session and evenings for night school, if local need demands this.

2 *Status of the librarian.* In high schools having heads of departments the librarian should be made head of the library department, with status equal to that of the heads of other departments.

3 *Trained assistants.* For every one thousand pupils in daily attendance a full-time trained assistant librarian is needed to help in the reference, technical and clerical work and to allow the librarian time for conference with teachers and pupils, to give instruction and to visit classes.

Professional requirements for assistant librarians: standard requirements for assistant librarian should be the same as for the librarian. There should be no distinction between librarian and assistant librarian in the requirements for eligibility except in the matter of library experience.

4 *Judicious distinction in library service.* In the administration of the library distinctions should be made as to clerical, administrative, technical and educational work.

a Clerical work: Clerical work of the high school of the nature of office work should not be demanded of the librarian. Under no circumstances should the librarian be expected to do clerical work properly required in the principal's office, such as keeping records of attendance and official records. To require such work of trained librarians is wasteful of educational resources and money.

Free textbooks should not be stored in the library, and they should be handled, not by the library staff, but by a special book clerk.

b Administrative work: the administrative work may be summarized as follows: directing the policy of the library, selecting books, purchasing books, planning the room and its equipment, keeping records of expenses and planning the annual library budget, planning and directing the work of trained or student assistants, and building up a working collection of pamphlets, clippings and of illustrative material.

The librarian should be present at all teachers' meetings held with reference to courses and policy governing instruction and should have the ability to work for and with teachers so well that mistakes in adaptation of book collections to needs may not occur.

c Technical work: the technical work may be summarized as follows: the classifying, cataloging, indexing and filing of all printed matter so that it may be readily available for use; establishing a practical charging system to keep track of books and other material borrowed from the library; attending to the proper binding and rebinding of books; and keeping necessary records and statistics of additions to library, use of library, etc.

d Educational work: the educational work may be summarized as follows:

(1) *Reference.* Helping teachers and pupils to find suitable material on special topics, notifying teachers of new books and articles along professional lines, looking up answers to questions which have come up in classroom or laboratory, and preparing suggestive reference reading along the lines of the course of study.

(2) *Instruction.* Systematic instruction of pupils in the use of reference books and library tools, such as card catalog indexes, etc., by the giving of lectures, quizzes and practical tests. In this instruction the relationship of the high school library and the public library and the relation of a library to life outside should be emphasized.

(3) *Educational and vocational guidance.* Cultural and inspirational work in widening the interests of the pupils and in cultivating

a taste for good reading. This is done through posting interesting material on bulletin boards and compiling lists of interesting reading in books and magazines, through reading clubs and personal guidance of the reading of individual pupils.

The librarian should also cooperate with vocational counselors in aiding pupils in the choice of vocations and should have on hand in the library pamphlets, catalogs etc., on the occupations.

A card record for each pupil should be kept from year to year, showing the progress of the pupil's reading interests. Much attention should be given to individual and group conferences.

The work of the assistant librarian, although under the direction of the librarian in charge, should be coordinate in many respects with that of the librarian and should be along inspirational and educational, as well as technical, lines. The work of the assistant librarian should include, among other duties, keeping records of loans, caring for magazines, newspapers, pictures and clippings, helping with cataloging, assisting in enforcing discipline, helping in the supervision of clubs, and personally guiding the reading of pupils.

3 Scientific Selection and Care of Books

The selection of books should be made with reference to:

1 Educational guidance and local industrial, commercial and community interests.

2 Laboratory and classroom needs.

3 The general recreational and cultural needs of the pupils.

All books should be classified, cataloged, shelflisted and kept in good repair and in fit condition for ready use.

Book selections should be made by the librarian with the approval of the principal, and must be based upon (1) recommendations by heads of departments and teachers and (2) the general cultural needs of the pupils.

The library should be provided with the best reference books and with literature that has a natural human appeal to young people. There should be very few books of criticism, a few complete works of authors, a generous proportion of finely illustrated editions of standard books, popular scientific books, special reference books on methods of teaching, pictures appropriate for illustrative purposes, novels, short stories, books of travel, biography, modern drama, modern poetry, weekly and monthly magazines and newspapers.

Subscription books should be avoided, with certain exceptions known to trained librarians. Information on this subject may be obtained from the State Library.

Books that are out of date or seldom used should not be allowed to occupy valuable shelf space but should be stored where accessible, or should be otherwise disposed of.

Books greatly in demand should be supplied in duplicate to meet the demand not only adequately but generously.

4 Instruction in the Use of Books and Libraries

One of the following plans should be selected in giving instruction in the use of books and libraries:

A A minimum of three recitation periods a year should be given in each English course to graded instruction in the use of books and libraries. This instruction should be given by the librarian and credited as a distinct requirement for graduation. The credit should be recorded as a grade in library instruction, and not as a grade in English or some other subject.

B To establish instruction in the use of books and libraries as a unit course, a minimum of twelve lessons a year should be given to this work. In view of the fact that efficiency of instruction in any department depends upon an intelligent use of the library, the following schedule would seem practicable: in English three lessons a year should be given to instruction in the use of the library, in history three lessons a year, in Latin one lesson, in Spanish or French one lesson, and in the sciences and manual training together four lessons. The required twelve lessons a year should thus be scheduled for instruction in the use of the library.

Training in library use should include:

1 *The use of books for educational guidance.* The pupils should be given systematic guidance in the choice of books helpful to an understanding of social well-being. Clubs should be organized to study biographies of persons who have achieved peculiar success in particular vocations and of those who have rendered great services to mankind.

2 *The use of books as tools.* The lessons given should include such topics as the card catalog, magazine indexes, dictionaries, encyclopedias, documents, official city reports, indexes to sets of books and special and commercial indexes. These lessons should be given early in the high school course, during the first and second years, that pupils may use the library intelligently and efficiently.

3 *The use of books as a means of recreation, amusement and inspiration.* The pupils should be encouraged to collect books for personal libraries and should be given information concerning good editions of books, such as the "Everyman's library" and other inexpensive but well-printed editions. They should be taught something of bookbinding and should be fortified against the wiles of unscrupulous book agents. The librarian should organize reading clubs and devise other means of making reading enjoyable.

4 *"Esprit de corps" in handling books as public property.* Lessons in this connection should be given upon (*a*) the history of printing and bookbinding, (*b*) the care of the physical book, (*c*) cooperation in the care of public property, (*d*) cooperation in securing the greatest benefits from public educational institutions, (*e*) unselfishness in the use of public goods, (*f*) the examination of representative collections of books in the best editions, and (*g*) appreciation of the cost and value of library equipment.

Lessons 2, 3 and 4 should be given to the pupils when they first enter high school; lesson 1 may be given later.

5 *Relation of high school and public libraries.* To relate the work in the high school library to that of the public library and to make clear the uses to pupils, after school days are over, of an institution which should be a factor in their future mental development, classes should be taken to the public library, where its book resources, rules, methods, departments, catalog and support can be briefly explained by one of the staff. This should be done in the large cities and small towns as well. Definite outlined instructions can be prepared for the talks which will make them of practical value. Where visits to the library are an impossibility in school hours because of distance, competent members of the library staff may be invited to talk on the subject.

Courses 2, 3, 4 and 5 are the most important. Other courses may be offered in lieu of course 1.

5 Annual Appropriation

The library should receive an annual appropriation of sufficient amount in addition to salaries to provide means for the necessary correlation with all other departments. This appropriation should be increased annually in direct ratio to the increasing library needs of each department and should include specific amounts for the maintenance and supervision of the library.

The maintenance of the library should not depend upon incidental sources of money, such as school entertainments and "socials." Pupils may be encouraged to raise funds for the library in appropriate ways, but these funds should be used only for such accessories as make the library more restful, more refreshing and more attractive. By this means decorations, special equipment, finely illustrated editions, and plants may be secured; but the high school should not be forced to depend upon such means for necessary library service.

The initial expense of the library includes (1) the salaries of the librarian and assistants, which should be on the same schedule as those of other teachers; and (2) the cost of books and equipment.

Funds for maintenance should provide for increase of salaries, additional books, periodicals, binding and other repairs, replacement of worn-out books, Library of Congress catalog cards, general supplies, and funds for general depreciation, for new equipment, and for handling materials borrowed from public library agencies.

Funds should be provided in such a way that the librarian may take advantage of sales to buy books as they are needed and offered, instead of being forced to buy only once or twice a year, as is customary with most boards of education. A contingent fund is necessary.

A minimum annual appropriation per pupil should be determined upon for books, pictures, magazines and newspapers.

For books alone a minimum[1] of 50 cents a pupil is needed. Not less than $40 a year for magazines is needed even in small high schools.

Funds should be apportioned scientifically by the librarian according to the specific needs of each department or subject, and according to the recreational and cultural needs of the pupils. A tentative schedule of disbursements should be prepared before book lists are made.

Each department should file with the librarian definite statements of needs, as they are felt throughout the year, and the librarian should make disbursements according to these needs.

In technical, commercial or academic high schools, after the necessary quota of reference books has been accumulated and other necessary books acquired, the amount spent on books for teaching purposes should not exceed the amount spent on books for general recreational and cultural purposes. It should be borne in mind that the library is primarily for the pupils.

[1] Amounts recommended are based upon prices quoted in 1917.

6 State Supervision of School Libraries

A trained librarian should be employed by the State Department of Education, or by the State Department of Education in cooperation with the state library commission, to act as supervisor of all public school libraries in the State — normal, high, elementary and rural. Expert supervision will mean a high standard of efficiency in even the small high schools throughout the State. In New York this official is the School Library Inspector, State Education Department, Albany.

In states having no supervisors of libraries high school inspectors should keep records upon high school libraries and embody in their reports detailed statements of library conditions in all high schools visited. A six weeks' course in modern library methods would be of advantage to inspectors.

1 JUNIOR HIGH SCHOOLS

The junior high school library should be organized in such a manner as to meet the needs of boys and girls in grades 7, 8 and 9. The materials in the library must be suited to the expansion and development of the pupils and to their natural interests and powers of appreciation and understanding. The library in the junior high school should be sharply differentiated from the library in the senior high school, not only as to the character of books selected, but also as to the kind of service expected from the librarian. It should contribute to more varied and extensive interests. Unlike the library of the senior high school, the library of the junior high school does not require the kind of material and the character of service necessary to a high degree of intensive study, concentration and application in definite specialization.

The organization of the library in the junior high school should conform to the organization of the junior high school curriculum. Unremitting attention should be given to the details of supervised study when the pupils come to the library to do supplementary study or collateral reading.

1 *Housing and equipment.* What has been recommended as to attainable standards with reference to location, size of reading room, furniture and equipment applies equally well to the junior high school library.

2 *The librarian.* The librarian should be a student of children and adolescent psychology and should have sufficient culture and professional training to select books discriminatingly from the standpoint of the appropriateness and the educational value of their subject matter. The librarian should be prepared to give tactful and intelligent supervision to the reading of the children.

The librarian should be a graduate of an approved library school with special training in children's work and should be a normal school graduate with college or university training in addition, or a college or university graduate with special courses in education. The librarian should have had several years' experience in library work with children, or in reference work, or in school department work in a first-class public library.

The librarian should keep reading records of individual pupils, to be sent to the senior high schools in which pupils enrol.

3 *Scientific selection and care of books.* The statement of Attainable Standards (pages 11–24) applies here. It is suggested that the recommendations be adapted to specific needs.

4 *Instruction in the use of books and libraries.* The statement of Attainable Standards also applies here. It is suggested that recommendations be adapted to specific needs.

5 *Annual appropriations.* The statement of Attainable Standards also applies here. It is suggested that recommendations be adapted to specific needs.

6 *State supervision.* A trained librarian should be employed by the State Department of Education, or by the State Department of Education in cooperation with the state library commission, to act as supervisor of all public school libraries in the State — normal, high, elementary and rural. (In New York this official is the School Library Inspector, State Education Department, Albany.)

2 HIGH SCHOOLS WITH ENROLMENT BELOW 200

1 *Housing and equipment.* The library should have a separate room whenever it is possible.

If a separate room is not available, a classroom should be fitted up with bookcases and a reading table, and the library atmosphere should be created even if recitations have to be held in the room.

The room should be easily accessible from the study hall and should be open to pupils only when the librarian or her assistant is in the room.

The room should be well lighted and should have an exposure which will admit plenty of sunlight during the day. The room should be well ventilated and heated. It should be large enough to accommodate the librarian's desk, catalog case, and tables and chairs sufficient to accommodate twenty-five or thirty readers, in addition to the bookshelves.

In small high schools with an enrolment of fewer than 100 pupils it is very common to have a main room in which each pupil has his own desk. This arrangement brings all the pupils under the direct control of the principal, which is very important. In many of the smaller high schools there are frequent changes in the teaching staff, and the assistant teachers are very often beginners who have not as yet developed good methods of discipline. This plan is also desirable because it strengthens the unity of the school. With this arrangement the pupils do all their studying at their own desks. Recitations should not be held in the main room. When conditions make possible the use of home desks, library books and equipment should be in this main room, and not in a separate room. Reading tables, bulletin boards and ample bookshelves should be provided in this room.

So far as the quality of equipment is concerned, the standard should be the same as for libraries in large high schools.

a Tables and chairs: the size of tables depends upon the size of the room. Tables 8 feet long and 4 feet wide make convenient study tables.

b Librarian's desk and chair: these may be secured through a local dealer. The flat-top desk and swivel chair would cost about $25. The desk should have drawers on either side of the opening in front and a vertical file below, with drawers on one side. It should be placed near the exit, so that borrowers must pass by the librarian's desk. There should be free access to the shelves. A regular library charging outfit should also be provided. There should be provided also a standard catalog case (3-inch by 5-inch cards), the number of drawers depending on the number of books in the collection. In estimating drawer space, 700 cards should be counted to the drawer. Every book requires, on the average, four cards, including the shelf-list card. Five years' normal growth should be provided for in advance. Sectional cases are very satisfactory. A section of drawers should be added as needed, if this style of case is used.

2 *The librarian.* A full-time librarian with the professional training of a one-year course in an approved school for librarians is the ideal. In the larger schools this ideal should be realized, but in the smaller it may be necessary to provide "teacher-librarians." This term "teacher-librarian" means a high school teacher who is relieved of a part of her teaching duties and placed in charge of the school library. To qualify for this work she should have at least a six weeks' course of training in a summer library school approved by the School Libraries Division of the State Education Department, or in a public library course of training which meets with the approval of this Division. (See also the paragraphs on Professional Requirements on pages 16–18.)

If college training is essential for the high school teacher, then college and technical library training are essential qualifications for the librarian. For those schools which can not have a full-time librarian, with the regular one-year course in library training in an approved school for librarians, college graduation and an approved short course in library science are preferable.

When the library is under the supervision of a teacher, her daily schedule should be definitely arranged, in order that she may have regular hours in the library. She should then train one or more pupils to assist her, in order that the library may be open all day. Pupils should not be admitted to the library when there is no one in charge of it.

3 *Scientific selection and care of books.* Greater care should be exercised in the selection of books for a small library than for a large one. It is difficult to select the few best books out of a multitude of really good books. Every book purchased for a high school library should be a useful book and one that will be in constant use. Standard approved lists of books for high schools such as those published by the School Libraries Division in Albany and by the United States Bureau of Education should be used in building up a small library.

An accredited high school with an enrolment of 100 or fewer pupils should have a library of not fewer than 1000 carefully selected books, and schools with an enrolment of 200 should have at least 2000 volumes. This means practically ten volumes for every pupil in the high school. The high school libraries could cooperate with the public libraries and make use of their reference and other books and of advice and service which the librarians of the public libraries may render. This will increase materially the efficiency of the school library.

The high school libraries should subscribe to several good magazines, some for teachers, others for pupils.

4 *Instruction in the use of books and libraries.* The statement of Attainable Standards (pages 11–24) applies here. It is suggested that the recommendations be adapted to specific needs.

5 *Appropriations.* There should be a definite annual appropriation, however small the amount may be, for the purchase of books, subscriptions to magazines and equipment and supplies.

The statement of Attainable Standards also applies here. It is suggested that the recommendations be adapted to specific needs.

6 *State supervision.* A trained librarian should be employed by the State Department of Education, or by the State Department of Education in cooperation with the state library commission, to act as supervisor of all public school libraries in the State — normal, high, elementary and rural. (In New York this official is the School Library Inspector, State Education Department, Albany.)

3 FOUR-YEAR HIGH SCHOOLS OR SENIOR HIGH SCHOOLS WITH ENROLMENT BETWEEN 200 AND 500

1 *Housing and equipment.* Adequate housing and equipment include more than tables, chairs, books and a corner in the study hall or in a classroom. There should be a library room large enough to seat at one time the largest-sized class in the school. As a rule it should have a seating capacity of at least thirty to fifty. Enough wall space is needed to provide standard shelving not only to hold the present number of books but to allow for a five years' normal growth. Sufficient floor space should be provided to accommodate a rack for periodicals, a vertical filing-case, and a librarian's desk, in addition to chairs and tables. The library room should be located in an accessible and quiet part of the building. The lighting, ventilating and heating facilities of the room should be designed with particular care. The furniture and shelving should be of good quality and of standard size and made of a finish to harmonize with that of the room.

The same kind of equipment is needed as for larger high schools but on a smaller scale. Tables, a rack for periodicals, chairs, wall cases for books, librarian's desk, a typewriter, catalog case and bulletin boards are the most important necessities. Additional furniture and equipment should be supplied as needs become imperative.

The library should be a separate room used for neither study room nor recitation purposes.

If the library must be used as a study hall, pupils should not only be carefully guided in their use of time in reading but should be systematically aided in the improvement of their methods of study. If conditions are such that a librarian can not be secured unless the study-hall teacher can be dispensed with, a competent librarian may not only attend to the library work but also advise pupils in their studies. Under such conditions the library and study hall should of course be combined.

In case that it is impossible to provide a separate room for the library, or combined library and study hall, a section of the assembly hall should be fitted up with reference books, tables and chairs, or an English or history classroom should be equipped with shelving for books and with at least one table.

2 *The librarian.* A full-time librarian with training and experience should be in charge of the library. The training should be a course in library methods approved by the School Libraries Division at Albany, such course to be in a library school, college, university, state library commission, or public library[1] in which an adequate training course is offered.

In the small city where the size of the high school alone does not warrant the salary of a trained librarian, the librarian should be employed not only for service in the high school, but also to supervise the grade school libraries in charge of assistants.

Student assistants for clerical help should be employed when needed.

If the library is under the direction of a teacher a definite daily schedule should be arranged, apportioning the teacher's time between the classroom and the library, and other arrangements should be made for the library to be open all day for reading and reference. Thoroughly satisfactory library service, however, can not be given by a teacher. Every standard high school should have a trained librarian.

Pupils should not be admitted to the library except when the teacher or other authorized person is in charge.

The supervision of the library should not be intrusted to anyone who has not had at least a six weeks' course of library training approved by the State Library.

3 *Scientific selection and care of books.* The proper selection and care of books are as vital considerations for libraries in small high schools as for libraries in large high schools.

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[1] The training courses given in public libraries often are limited in scope and apply essentially to local methods, which make them inadequate for general professional training.

For a working library, from 2000 to 3000 carefully selected volumes are necessary. If the number of books is small, a large number of magazines, in proportion, might be taken.

The high school should cooperate systematically with the local public library, if there is one, with the State Library, the state university extension department, and with other public library agencies.

If conditions are at all favorable, regular service should be secured from the county library.

By proper cooperation with public library agencies in securing the loan of many necessary books, a generous portion of the book fund may be made available for subscription to a few well-selected magazines, the binding of these magazines for future reference use, and the supplying of a file of pamphlets, clippings, pictures, post cards and lantern slides for illustrative use in class work. Each school library should have its own permanent collection of important reference books.

The smaller the library the more minute the cataloging should be.

4 *Library instruction.* The same courses should be given as specified in Attainable Standards (pages 11–24).

5 *Annual appropriation.* Definite funds for books, magazines and papers are necessary, however small the funds may be.

Though smaller, the funds should be handled as for larger high school libraries.

6 *State supervision of school libraries.* Where there is no trained supervisor of school libraries, a six weeks' course in modern library methods would be of advantage to state high school inspectors visiting small high schools.

4 FOUR-YEAR HIGH SCHOOLS AND SENIOR HIGH SCHOOLS WITH ENROLMENT BETWEEN 500 AND 1000

1 *Housing and equipment.* The statement of Attainable Standards (pages 11–24) applies here. It is suggested that the recommendations be adapted to specific needs.

2 *The librarian.* The statement of Attainable Standards also applies here. It is suggested that the recommendations be adapted to specific needs.

In schools of from 500 to 1000 enrolment and *even in some larger schools* conditions may make these qualifications impracticable. For such schools the following recommendations are submitted:

a High schools with enrolment of 800 and over: the librarian should be a graduate of an approved library school, or should at

least hold a certificate for a full one-year course in library economy successfully completed in an approved library school, and should have at least two years of successful experience in library work with young people in a library of standing, or in lieu of one of these years one year of successful teaching experience in a high school. If the librarian is not a college graduate, four years of experience in library work or in teaching in a high school should be required in addition to the year of training in an approved library school.

b High schools with enrolment between 500 and 700: a full-time librarian with training and experience should be in charge of the library. If possible, the standard should be the same as recommended above for schools of 800 and over. Where this is impossible the following standards are suggested:

(1) A full-time librarian with college graduation and at least a six weeks' course in library methods approved by the School Libraries Division of the State Education Department, together with one year of successful library experience. Teaching experience is a valuable asset. The six weeks' course is of necessity superficial, but under some circumstances may be acceptable until higher requirements can be met.

(2) A full-time librarian who is a high school graduate and has had a course of training in library methods, given by a public library, library commission, college or other institution approved by the School Libraries Division of the State Education Department, and in addition two years of experience in a library of standing.

3 *Scientific selection and care of books.* The statement of Attainable Standards also applies here. It is suggested that the recommendations be adapted to specific needs.

Collections of 3000 to 8000 volumes are needed for high schools of 500 to 1000 enrolment.

4 *Instruction in the use of books and libraries.* The statement of Attainable Standards also applies here. It is suggested that the recommendations be adapted to specific needs.

5 *Appropriation.* The statement of Attainable Standards also applies here. It is suggested that the recommendations be adapted to specific needs.

High schools of 500 to 1000 pupils should have a minimum appropriation of from $200 to $300 a year for books and magazines; $400 to $500 *should* be appropriated.[1]

[1] Amounts recommended are based upon prices quoted in 1917.

6 *State supervision of school libraries.* A trained librarian should be employed by the State Department of Education, or by the State Department of Education in cooperation with the State Library, to act as supervisor of all public school libraries in the State — normal, high, elementary and rural. (In New York this official is the School Library Inspector, State Education Department, Albany.)

5 FOUR-YEAR HIGH SCHOOLS AND SENIOR HIGH SCHOOLS WITH ENROLMENT BETWEEN 1000 AND 3000

1 *Housing and equipment.* The statement of Attainable Standards (pages 11–24) applies here. It is suggested that the recommendations be adapted to specific needs.

Shelving must be provided for a maximum collection of from 10,000 to 20,000 volumes for high schools of from 1000 to 3000 enrolment.

2 *The librarian.* The statement of Attainable Standards also applies here.

The standard requirement for the future librarian in high schools with an enrolment of 1000 to 3000 should be a college or university degree with major studies in literature, history, sociology, education, or other subjects appropriate to any special demands of the high school upon the library, together with one or two years of postgraduate library training in an approved library school and one year's successful library experience in work with young people in a library of standing.

In high schools of 1000 pupils a full-time trained assistant librarian should be appointed. This assistant should at least have completed satisfactorily a full one-year course in an approved library school.

In large high schools of 2000 to 3000 enrolment, a second assistant in the library should be appointed in addition to the assistant recommended for a school of 1000 pupils. This assistant should have the same professional training as the first assistant, and a library clerk or page or pupil pages should be employed to assist in general manual and routine work, as keeping records of circulation, listing books for purchase, listing books at bindery, preparing notices on overdue books and lost books, lettering display posters, keeping books in order on shelves, alphabetizing and filing cards, numbering books and pasting labels and replacing books on shelves. The work of the assistant should be determined by the librarian.

3 *Scientific selection and care of books.* The statement of Attainable Standards also applies here. It is suggested that the recommendations be adapted to specific needs.

For high schools not exceeding an enrolment of 1000 pupils, from 5000 to 8000 volumes, not including duplicates, carefully selected, make a good working library.

4 *Instruction in the use of books and libraries.* The statement of Attainable Standards also applies here. It is suggested that the recommendations be adapted to specific needs.

5 *Adequate appropriations.* The statement of Attainable Standards also applies here. It is suggested that the recommendations be adapted to specific needs.

High schools of 1000 to 3000 pupils need as a minimum appropriation from $300 to $500 a year; from $500 to $1200 *should* be appropriated.[1] For binding and rebinding, high schools of 800 to 1000 pupils need a minimum of $40 a year; high schools of 1200 to 3000 need $75 a year.[2]

6 *Supervision of school libraries.* A trained librarian should be employed by the State Department of Education, or by the State Department of Education in cooperation with the State Library, to act as supervisor of all public school libraries in the State — normal, high, elementary and rural. (In New York this official is the School Library Inspector, State Education Department, Albany.)

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[1] Amounts recommended are based upon prices quoted in 1917.

[2] When the library is new it is evident that comparatively little rebinding will be necessary. The need for rebinding and repairing increases with the age of the library and with the increased use of the library materials.

APPENDIX

1 ACKNOWLEDGMENTS

1 For many of the definite recommendations of this report the committee is indebted to the report of the committee on library equipment in the report of the joint committee of the National Education Association and National Council of Teachers of English on the Reorganization of English in Secondary Schools, published by the Bureau of Education, Washington, D. C.

2 Reports also of the committees of the National Education Association, of the National Society for the Study of Education, and of the American Library Association have been freely consulted.

3 For many definite recommendations as to planning and equipping the library room we are indebted to the pamphlet *School Libraries* published by the Library Bureau, New York.

4 Helpful criticisms[1] have been received from the librarians in the Orange Union High School (350 pupils), Orange, Cal.; the high school (small high school), White Plains, N. Y.; the Wausau High School (700 pupils), Wausau, Wis.; Olean High School (small high school), Olean, N. Y.; from librarians in the public libraries of Detroit, Mich.; Cleveland, Ohio; Portland, Ore.; and from other persons in the library and teaching professions.

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[1] Teachers or librarians, or others who feel interested to make constructive criticisms, are requested to write Mr C. C. Certain, head of the department of English, Cass Technical High School, Detroit, Mich.

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Better choice of books and larger appropriations.

"When Johann Gutenberg in his secret workshop poured the molten metal into the rough matrices he had cut for separate types, the instrument for the spread of democracy was created. When early Cavaliers and Puritans planted the crude beginnings of free public schools, the forces of democracy were multiplied. When half a century ago the first meager beginnings of the public library movement were evolved, democracy was for all time assured. The world was old when typography was invented. Less than five centuries have passed since then, and in this interval — but a brief period in the long history of human endeavor — there has been more enlargement of opportunity for the average man and woman than in all the time that went before. Without the instrumentality of the printed page, without the reproductive processes that give to all the world in myriad tongues the thought of all the centuries, slavery, serfdom and feudalism would still shackle the millions not so fortunate as to be born to purple and ermine and fine linen. The evolution of the book is therefore the history of the unfoldment of human rights.

"In medieval days, the heralds of civilization were the warrior, the missionary, the explorer and the troubadour; in modern times civilization is carried forward by the chemist, the engineer, the captain of industry, and the interpreter of life — whether the medium utilized be pen or brush or voice. Without vision civilization would perish, and so it may well be that the printed page shall serve as a symbol of its supreme vision. Within the compass of the book sincerely written, rightly chosen, and well used are contained the three chief elements which justify the library of the people — information, education, recreation."— *Henry E. Legler*